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ABSTRACT

DUSO is an experiential approach to learning which relies on the teacher as the facilitator of human development. The need for such a model becomes apparent when an examination of schools reveals a dichotomy between what we value in education and what children experience. What is necessary then is a program based on an affective, holistic design. The implication is that the child will begin to learn from himself and others, not just from the teacher. The contributions and interaction of all the children are valued. (MPJ)

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D.U.S.O. - Theoretical Rationale, Philosophy - Don Dinkmeyer

A Model of Counseling and Human Development

1. The Setting which stimulated development of D.U.S.O. and which points to the necessity of such programs.

Societal problems: Equality, democracy,

Lack of communication

Lack of Involvement

Polarization, and

Alienation

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School and Educational Problems - Educational bankruptcy, low achievement and Reading levels and lack of:

Motivation

Psychological understanding of self and others.

Relevance in the educational experience

Drugs

Rebellion

There is a need to close the gap between educational theory and practice.

2. There is a disparity between what we say we value in education and what children experience.

The disparity is between what we say, what we value, and educational priorities that are pragmatically handled in the rationale of school life.

A. We are concerned with the whole child

Feeling - Thinking - Acting Being

But the focus is on methodology for teaching subjects more effectively

Evaluation cognitive gains (the child as intellectual receptacle) with little attention to affective growth, and now more emphasis on behavior.

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B. We say we value persons more than things, subjects, but school is not arranged that way.

C. It is crucial to understand how a child perceives, feels, believes, and his attitudes: but we don't ask him or listen when he tries to reveal his perceptions.

D. We recognize we can only develop a person by involvement with his total being, intellect, affect, actions, but our programs are frequently partial and fragmented.

E. Curriculum is the total set of experiences and we have expanded to everything conceivable but emphasis on an essential ingredient - understanding self and others.

In Joyce's (1966) concept of three curricular modes: information and skills retrieval, personal discovery, and group-inquiry curriculum--this material is in the third tier. It is concerned with the development of personality skills in interpersonal relations and skills of articulating, clarifying and evaluating his own feelings and attitudes. (Bruce Joyce:"Restructuring Elementary Education: A Multiple Learning Systems Approach"N.Y. Teachers College, Columbia. 1966

F. Learning about a subject is carefully planned, but learning about self and persons is haphazard.

Educational programs to be effective must be planned, well designed, scheduled; however, we appear to indicate that emotional growth and psychological understanding will develop adequately if they remain concomitants.

3. Rationale for D.U.S.O.

The Program is designed to utilize the teacher in the role of facilitator of human development.

Developing an understanding of self and others is central to the educational process. The child is at once a thinking, acting, and feeling being. His thoughts and actions always involve feelings. He may like some subjects, be excited and stimulated by certain media, dislike doing routine drills or homework, be angry with a certain teacher, or be intensively involved with a project.

The feelings which accompany learning have a significant effect on its results. If a child has positive feelings, he tends to be motivated toward the task, participates with a high degree of involvement, and is more likely to derive permanent gains from his efforts. Conversely, if his feelings are negative, he is poorly motivated, participates on a minimal basis and is less likely to derive permanent gains from his efforts.

Thus, if education is to accomplish its goals, attention must be paid to the affective (feeling or emotional) as well as to the cognitive (intellectual) domain. The social and emotional development of the child should not be considered as incidental to his education. Developmental guidance is concerned with personalizing and humanizing the educational process for all students. It is an integral part of the teacher's role.

The child is the principal agent in his own education and mental development. The child learns by <u>doing</u>- he not only stores information, but modifies information (Dewey-Piaget).

Learning is a continuous process of assimilating the external facts of experience and integrating them into the individual's internal mental structures. Activity is crucial - the child must discover understanding for himself (Piaget). Thus the Chinese Proverb: "I hear, I forget; I do, I understand." Social life affects intelligence. Piaget insists on the fundamental unity of the cognitive and

affective domains; feeling is an aspect of thought. Piaget argues - teaching means creating situations where structures can be discovered; it does not mean transmitting structure which may be assimilated at nothing other than a verbal level. Children understand only what they invent themselves. (Piaget). The D.U.S.O. program provides experiences which utilize varied activities to stimulate experiences where the child can discover and integrate new thoughts, feelings and reactions.

4. Why teachers should have responsibility for D.U.S.O.

1) The education profession's product is the person, and it is judged not by test scores and letter grades, but by the educated person that is produced.

2) The contextual approach.

Attack false dichotomy of counseling service apart from the teacher and the educational experience. The program believes that we must deal with ideas, feelings, attitudes and behavior in a holistic sense. Behavior is a product of interrelationship of the behavior, his perceptions, and the meanings assigned to the stimulus or total field.

3) The teacher has 1,000 hours a year in the typical primary grades classroom, and this is the time which will either promote feelings of adequacy, social skills, or feelings of inferiority and ineptness socially.

4) From the autocratic or traditional point of view, the feeling area had to be controlled and subdued. Now we know feelings and affect can energize, create meaning and involvement. However, Flanders and Amidon found that acceptance of feelings account for only .05% of the verbal interaction in the classroom.

5. The Goals of Education and the Developmental Tasks

The D.U.S.O. Program is organized around the developmental task concept, and provides specific activities and materials concerned with the following developmental tasks:

1. Learning a sense of self identity, adequacy, and self acceptance.
2. Learning a giving-receiving pattern of affection.
3. Learning to belong and get along with peers.
4. Learning to become independent, to develop self control.
5. Learning to become purposeful, involved, and to respond to challenge with resourcefulness.
6. Learning to be competent, to achieve.
7. Learning to be emotionally flexible and to understand feelings.
8. Learning to make value judgments, choice, and to accept the consequences of one's decision.

Experiential Learning

The basic approach of the D.U.S.O. Program is experiential, with an emphasis upon learning through involvement of the total being (intellect-affect-behavior). The concern is with the development of interaction and dialogue that reveals to self and others one's thoughts, feelings, personal beliefs, purposes, and values.

Experiential learning, in contrast to the didactic approach, provides an opportunity to actually experience the concept. In contrast to talking about individual differences, the children are presented with short, open-ended stories which stimulate discussion of individuality as it applies to them and their classroom group. One begins with experiences which precede discussion and generalizations. The stress is upon process rather than content. The content of the experience is the behavior of the children reacting openly, honestly, authentically,

and personally to the experience. An experience is presented and the teacher works with the beliefs and feelings that the children produce. The children's beliefs, feelings, attitudes, perceptions, values, become the content of the course.

The teacher begins with specific objectives and presents a set stimulus (a story, role playing or puppet activity). However, if the lesson is to be meaningful, the teacher follows the intrinsic motivation and response patterns of the children in her class. The teacher is concerned with the specific perceptions, feelings, values, and needs which exist in her classroom. This contrasts with programs which may have narrow and specific goals that seek to motivate the learner to accomplish only the preplanned objectives of the author of the program. Students in the D.U.S.O. program become partners in the educational establishment and become responsible for their own learning. In experiential learning, there is no preconceived, "right" answer. Instead, there is the opportunity to explore and consider tentative hypotheses and alternate courses of action. The lack of a correct answer leads to excitement, involvement, and challenge to the learning process. It encourages listening to others to see if they stimulate your thinking and expand your ideas. It is not a recitation process seeking one correct answer in which the teacher asks the child and no one else in the room is involved or cares about what is being said. Instead, it values the contribution and interaction of <u>all</u> the children. They become involved with each other, not merely with the teacher.

Each weekly cycle includes:

1. A story to be followed by discussion
2. A poster to be discussed.
3. A problem situation to be followed by discussion.
4. A role playing activity.

5. A puppet activity
6. Several supplementary activities to be used as desired.
7. Recommended supplementary reading (stories to be read to the class by the teacher or read independently by individual students).